



Steve Page

Deepening use of the cyclical model

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Background

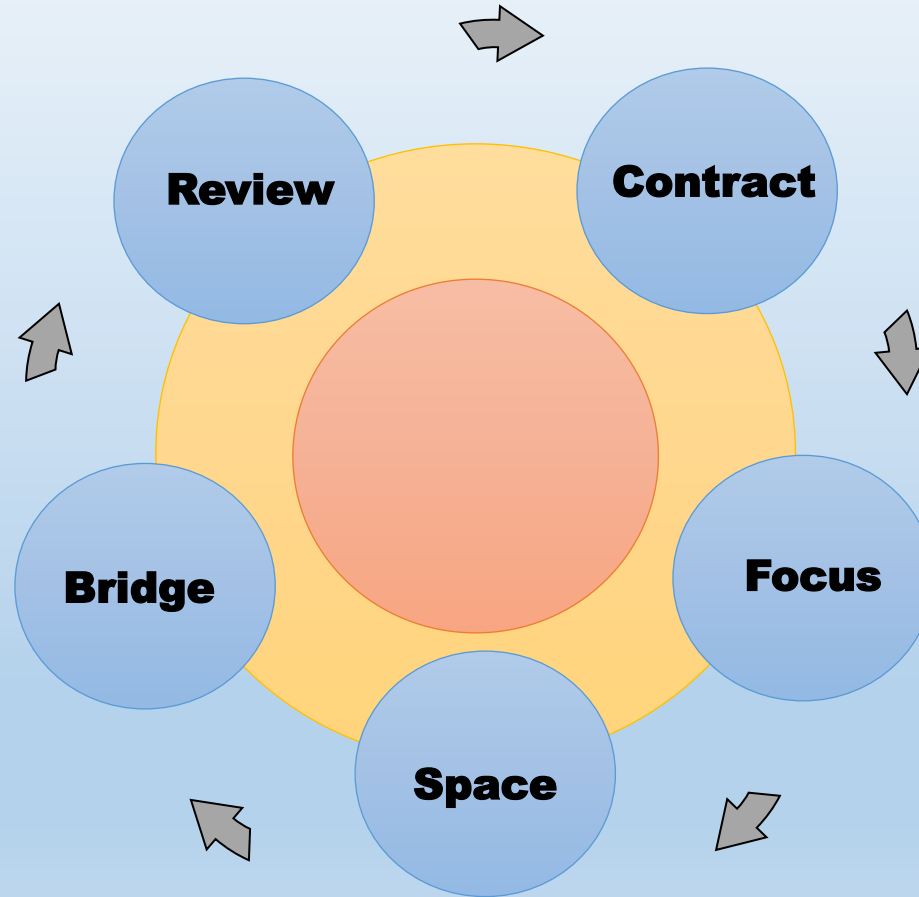
The Cyclical Model was designed in the early 1990's for counselling supervision and for training in supervising counsellors (Page & Wosket 1994). At the time the Val and I were tutoring on the Certificate in Counselling Supervision, at what is now York St John University.

Although framed in the context of supervision of counselling and psychotherapy, since 1994 it has been used as a model for supervising practitioners from a range of backgrounds, including coaches, group facilitators, social workers, managers, nurses, clinical psychologists and educators, for training supervisors to supervise those working in a range of settings and for supervision of supervision.

There have been two further editions of the original book, in 2001 and 2014.



The Cyclical Model – version 1





The elements

1. Contract – between stakeholders, for the supervision
2. Focus – for the work and the session
3. Space – for reflection, exploration, emergence
4. Bridge – from supervision back to coaching
5. Review – of the supervision session, relationship, contract, etc.

Inner circle represents the supervisory relationship

Outer circle represents the context, the environment



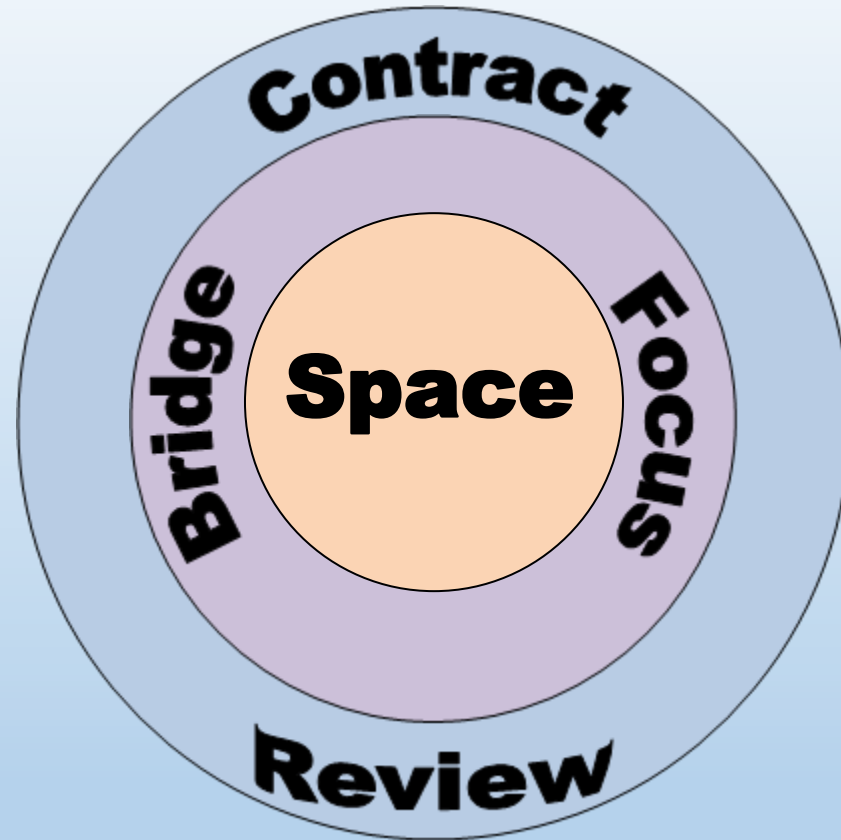
A different representation

In 2000 Val and I devised an alternative representation of the cyclical model. The purpose was:

1. To emphasise the pairings:
 - **Contract & Review**; concerned with the supervisory relationship
 - **Focus & Bridge**; concerned with the supervisee-client relationship
1. To underline the importance of these elements in creating the “frame” for deeper, exploratory work to take place within “Space”.



Cyclical Model, 2000 representation





A third representation

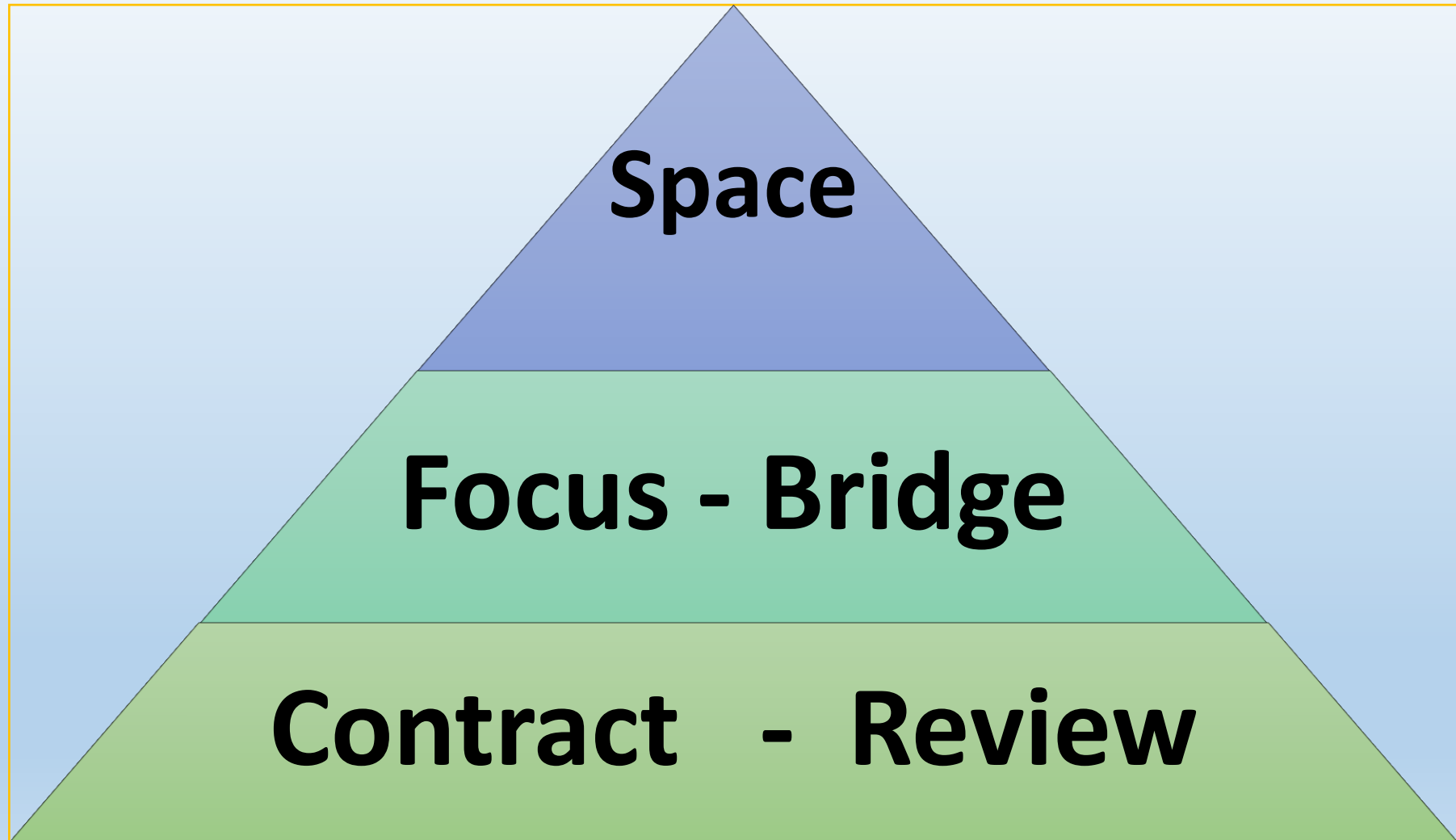
Today I want to introduce a further representation of the basic structure of the model, to emphasise another aspect. In this representation the stages are placed in layers.

The layering reflects the **order of development** in a supervisory relationship and one perspective on the **inter-dependence** of one stage upon each of the others.

It is not intended to imply a hierarchy as such – one aspect is not more important than another, in that the most effective supervision will contain each stage or component part.



The 2015 representation





The relevance of this representation

I think there are two particular ways in which this representation is illuminating:

1. In reminding us of the importance of putting each component in place with awareness and deliberation at the start of a new supervisory relationship.
2. Offering a framework for considering our interventions when we start to notice that a particular supervisory relationship is starting to feel a little jaded or lose some of its creative edge.



At the start of a new supervisory relationship

1. Care in the process of **Contracting** and establishing a shared understanding about how the supervisory work together will be **Reviewed** starts to build the foundation layer in the relationship and puts in place the beginnings of working together collaboratively.
2. Developing a shared understanding of how the **Focus** for each session will be identified and what will go into the work at the **Bridge** stage helps to clarify responsibilities of supervisor and supervisee.
3. Together these layers help create conditions that enable an open, trusting reflective dialogue, to occur and new insights and understandings to emerge in the **Space** stage.



A strategy for revitalising supervision

1. Plan a substantial joint review of the supervisory relationship and work, which includes an examination of the contract.
2. Address the key question, “Is this time to work towards an ending, or to establish a renewed way of working together?”

If renewal, then:

3. Explore different options for selecting foci, presenting and working with supervisory material.
4. Try a much more deliberate objective setting and action planning process to apply new learning from supervision back with clients.
5. Experiment with new ways of exploring the supervisory material, perhaps drawing on creative or drama techniques.



For copy of slides go to:

www.steve-page-yorks.co.uk/resources